



EDUC 627 - Secondary Methods II
Spring 2019
3 Credits
Online

Instructor: Scott Wylie
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Office Hours: By Appointment
Office Location: Online

Required Texts:

Instructional Strategies for Middle and High School, second edition. Bruce E. Larson & Timothy A. Keiper ISBN: 978-0415898133, Routledge, 2 edition

Fires in the Bathroom: Advice for Teachers from High School Students. Kathleen Cushman. ISBN: 978-1565849969, The New Press.

Course Catalog Description:

This course demonstrates a variety of instructional methodologies and approaches that are workable in the content subject area. Concepts to be covered include establishing a context for instruction; presenting strategies for reading, writing, and studying; and translating information gained into practice. *This course requires 10 hours of observation and participation.*

Essential Question:

- What are the essential features of secondary teaching methods in the various subject areas?

Mission Statement:

The mission of the education division is to foster the education of teachers and leaders in education through programs based in the liberal arts tradition, Catholic Marianist's values, current research, and best practices.

Marianist Values:

1. Educate for Formation in Faith
2. Provide an Integral Quality Education
3. Educate in Family Spirit
4. Educate for Service, Justice, and Peace
5. Educate for Adaptation and Change

WASC Core Competencies:

1. Written Communication
2. Oral Communication
3. Quantitative reasoning
4. Critical Thinking
5. Information Literacy

Program Learning Outcomes (PLOs):

1	Content Knowledge (Knowledge of subject matter)
2	Developmentally Appropriate Practice (Knowledge of how students develop and learn, and engagement of students in developmentally appropriate experiences that support learning)
3	Pedagogical Content Knowledge (Knowledge of how to teach subject matter to students and application of a variety of instructional strategies that are rigorous, differentiated, focused on the active involvement of the learner)
4	Educational Technology (Knowledge of and application of appropriate technology for student learning)
5	Assessment for Learning (Knowledge of and use of appropriate assessment strategies that enhance the knowledge of learners and their responsibility for their own learning)
6	Diversity (Skills for adapting learning activities for individual differences and the needs of diverse learners and for maintaining safe positive, caring, and inclusive learning environments)
7	Focus on Student Learning (Skills in the planning and design of meaningful learning activities that support and have positive impact on student learning based upon knowledge of subject matter, students, the community, curriculum standards, and integration of appropriate technology)
8	Professional & Ethical Dispositions and Communication (Professional dispositions, professionalism in teaching, and ethical standards of conduct consistent with Marianist values, and positive and constructive relationships with parents, the school community and professional colleagues).

Course Learning Outcomes (CLOs):

1	Demonstrate competency of various evidence-based strategies in teaching students at the secondary level.
2	Develop and apply knowledge of subject matter, content standards, and subject-specific pedagogy.
3	Develop and apply knowledge of varied students' needs.
4	Consider research and theory about how students learn.
5	Reflect on and analyze evidence of the effects of instruction on student learning.

Alignment of Learning Outcomes:

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
Essential Questions	1	1	1	1	1

Marianist Values	2	2, 4	5	2, 5	2, 5
WASC Core Competencies	4	1	4	4	5
Program Learning Outcomes	2, 3	3	6	2	7

Course Requirements:

Readings

Multiple readings will be assigned each week to frame our discussion in class. It is vital that the deadlines are followed so that there is genuine class discussion and an opportunity for peer review and learning. The readings will come primarily from the assigned course texts; however, there will be occasions in which additional readings will be required.

Assignments

Students will participate in online discussions each week based on the assigned readings, and complete the signature assessment at the end of the course. The specifics of these assignments are outlined on the following pages.

Collegiality & Professionalism

We will create an open environment where diverse opinions, viewpoints, and perspectives are appreciated and respected. As we perfect the art of teaching, we should be conscious of the fact that our craft can (and should) be approached from multiple perspectives.

Course Communication

Email is the best way to reach me with questions about course assignments or policies. I will answer all emails by the next school day (usually within 24 hours, though weekends may take longer).

Grading:

Assignments should be turned in on the due date noted in the syllabus or otherwise indicated in class; late assignments will result in a loss of points and will negatively impact your grade in the course.

Letter grades for the course will be determined by the following formula:

Course Overview	20 Points
Initial Discussion Posts (x10)	100 Points
Response to Classmates / Professor (x10)	100 Points
O&P Reflections (x2)	50 Points
Graduate Analysis Paper: Social Justice Education	50 Points
Unit Plan Concept	100 Points
Total:	420 Points

Letter grades are defined as follows:

A (420-378 points)	B (377-336 points)	C (335-294 points)	F (293-0 points)
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Note: Education majors need to earn a grade of "B" or better.

Course Overview

See Canvas for details.

Class Discussions (Due Every Week)

You will participate in one online discussion thread each week. These discussions are the central component of the course and participation is required. The purpose is not to prove that you have completed the reading and they are not simple summarization exercises to earn course credit. Instead, the discussion boards are our link as a community of scholars. They are a space to explore the texts, to ask questions, to challenge assumptions – ultimately, they are a place to grow as learners and as teachers. Please give these discussions the respect they deserve and check in frequently for updates. The success of the course rests on the quality of these discussions.

Your initial response to each prompt is due by 11:59pm every Thursday. The initial responses should be a minimum of 300 words, cite the assigned texts (including page numbers), and be free of spelling and grammatical errors. A rubric for this assignment can be found below.

You are also required to respond to at least one of your classmates by 11:59pm every Sunday. Responses should be a minimum of 300 words and must advance the conversation (e.g. ask a question, challenge a viewpoint, build on an argument).

Discussion responses will be graded within one week of submission. Please check Canvas for feedback on your discussion posts and incorporate this feedback into your future posts.

O&P Reflection

This semester you are expected to complete a minimum of 10 hours of O&P. Remember, O&P stands for Observation *and* Participation. So, don't just sit in the back of the room watching, get involved! Ask your cooperating teacher what you can do to help. The extent to which you will be able to participate will vary by school, so I'm not going to be prescriptive in this assignment. However you can participate works for me, as long as you are participating!

Based on your time in the classroom, you will write two 300-word reflection describing a key moment or observation related to the concepts presented in this course. Your reflection must relate to, draw upon, and reference the assigned readings from the course. A rubric for this assignment can be found on our course Canvas page.

Graduate Analysis Paper

For this assignment, you will conduct a more in-depth analysis the concept of social justice education. This assignment is not as formal as a traditional research paper, but I would like to see a more thorough examination than might appear in you weekly reflection posts. I have included the minimum length requirements as a guide. Please review the syllabus linked to this assignment before submitting to ensure that you earn full credit.

- Part 1 - Check for Understanding (1 page)
Hackman outlines five essential components of social justice education: content mastery, tools for critical analysis, tools for social change, tools for personal reflection, and an awareness of multicultural group dynamics. In Part 1 of your essay, I would like you to summarize each of these five areas. Keep these summaries short - no more than 1-2 sentences each - but make sure that you capture why each area is important for social justice education.
- Part 2 - Synthesis (1-2 pages)
Given what you learned from the Hackman article, how would you define social justice education in your own words? How does this align with the excerpts you read from the Characteristics of

Marianist Universities?

- Part 3 - Application (1 page)
What do these ideas mean for the curriculum you will develop for your own classroom? Do you foresee challenges in adopting a social justice pedagogy? If so, how might you overcome those challenges?

Social Justice Unit Concept

For this assignment, you will develop a unit concept that explicitly demonstrates your engagement with the ideas, discussions, readings, and other texts we have discussed in this course. A unit concept is a “work-in-progress version” of a complete unit plan. Although the unit concept is only in skeletal form, the ideas, strategies, and resources are no different from a unit implemented in a classroom. Your work could be a variant of existing products or it could be a new unit that you have designed from scratch. The unit concepts should be suitable for a secondary-level classroom, but you are free to focus on the grade of your choice.

You will begin by selecting a social justice issue that you would like to include in your classroom. The list below provides some examples, but you are free to choose any social justice issue that you find compelling. ***Remember, your unit should be grounded in your discipline.***

Gender Equality	Immigrant Rights	Minority Rights
Climate Change	Human Rights	Voting Rights / Enfranchisement
(dis)Abilities	Socioeconomic Issues	Workers’ Rights / Labor Rights
LGBTQ Rights	Religious Freedom/Equality	Indigenous Peoples’ Rights

Your paper should be approximately 5 pages long, double-spaced, with 12-point font, and 1-inch margins. It should be divided into three sections, guided by the following questions:

- **Concept:** What is the social justice concept you plan to teach? What are the essential questions or enduring understandings related to the concept? What grade level and student population are you aiming to teach in this lesson? (e.g. 10th grade / ELL / Lower-SES) **This section should be written in narrative form (1-2 pages, double spaced).**
- **Rationale:** How does teaching this concept address the hidden and/or null curriculum in students’ current education? (i.e. What is missing from the traditional curriculum and how does this lesson address that gap?) What sparked your interest in pursuing this subject/theme? Why is this an important concept for students to learn? **This section should be written in narrative form (1-2 page, double spaced).**
- **Articulation of Concept:** What learning objectives will be addressed in this unit? What instructional strategies ought to be used to teach this concept? What resources would you employ? How might you assess students’ understanding, skill attainment, or change of disposition? **This section can be in outline/bullet form (1-2 pages, double spaced).**

A rubric for this assignment can be found on our course Canvas page.

Course Policies:

Attendance

As stated in the Chaminade University catalog, students are expected to attend all classes for courses in which they are registered. The instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course.

University Policies

Academic Honesty Statement: Violations of the Honor Code are serious. They harm other students, your professor, and the integrity of the University. Alleged violations will be referred to the Office of Judicial Affairs. If found guilty of plagiarism, a student might receive a range of penalties, including failure of an assignment, failure of an assignment and withholding of the final course grade until a paper is turned in on the topic of plagiarism, failure of the course, or suspension from the University.

Violations of Academic Integrity: Violations of the principle include, but are not limited to:

- Cheating: Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise.
 - Fabrication and Falsification: Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.
 - Multiple Submissions: The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.
 - Plagiarism: Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source).
 - Abuse of Academic Materials: Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials.
- Complicity in Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Plagiarism includes, but is not limited to:

- Copying or borrowing liberally from someone else's work without his/her knowledge or permission; or with his/her knowledge or permission and turning it in as your own work.
- Copying of someone else's exam or paper.
- Allowing someone to turn in your work as his or her own.
- Not providing adequate references for cited work.
- Copying and pasting large quotes or passages without properly citing them.

Title IX Compliance: Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following:

- Chaminade Counseling Center: 808-735-4845
- Any priest serving as a sacramental confessor or any ordained religious leader

serving in the sacred confidence role.

Disability Access:

The University is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for the instructor to plan accordingly. Failure to provide written documentation will prevent your instructor from making the necessary accommodations. Please refer any questions to the Dean of Students.

Activities Schedule

Week	Assigned Readings
1	Topic: Course Introduction Assigned Readings: Cushman – Chapter 1 Assignments Due: Circumstances Discussion – Initial Post & Response
2	Topic: Curriculum & Social Justice Education Assigned Readings: Larson & Keiper – Chapter 2 Assignments Due: Circumstances Discussion – Initial Post & Response Analysis Paper: Social Justice Education
3	Topic: Examples of Social Justice Pedagogy Assigned Readings: Social Justice Pedagogy (See Canvas for details) Assignments Due: Craft Thread – Initial Post & Response
4	Topic: Learning Targets, Assessment, and Planning Assigned Readings: Larson & Keiper – Chapter 3 & 4 Assignments Due: Craft Thread – Initial Post & Response

5	Topic: Respect for Students and Classroom Management Assigned Readings: Cushman – Chapters 2 & 3 Assignments Due: Circumstances Thread – Initial Post & Response O&P Reflection 1
6	Topic: Creating a Culture of Success Assigned Readings: Cushman – Chapters 4 & 6 Assignments Due: Circumstances Thread – Initial Post & Response
7	Topic: Lecture & Interactive Presentation Assigned Readings: Larson & Keiper – Chapter 5 Assignments Due: Craft Thread – Initial Post & Response
8	Topic: Simulation, Role-Play, and Dramatization Assigned Readings: Larson & Keiper – Chapter 9 Assignments Due: Craft Thread – Initial Post & Response
9	Topic: Discussion and Debate Assigned Readings: Larson & Keiper – Chapter 10 Assignments Due: Craft Thread – Initial Post & Response O&P Reflection 2
10	Topic: Unit Concept Project Assigned Readings: None Assignments Due: Circumstances Thread – Initial Post & Response Unit Concept Project